

Mt Gallant Elementary

4664 Mt. Gallant Road
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	576 Students	
Principal	Chris Beard	803-981-1360
Superintendent	Dr. Randy Bridges	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	35	13	1	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Below Average	No
2006	Good	Below Average	No

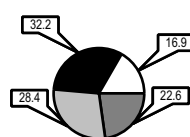
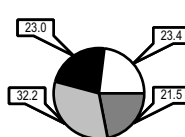
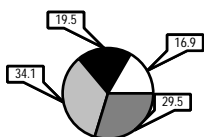
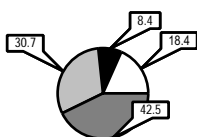
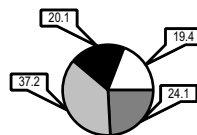
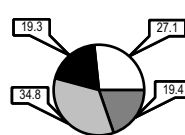
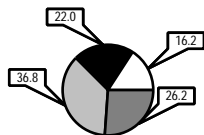
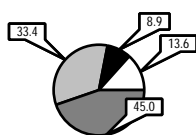
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	276	100.0	16.7	31.5	43.2	8.6	62.3	Yes	Yes
Gender									
Male	136	100.0	22.6	37.1	33.9	6.5	53.2	N/A	N/A
Female	140	100.0	11.3	26.3	51.9	10.5	70.7	N/A	N/A
Racial/Ethnic Group									
White	203	100.0	9.9	32.3	47.4	10.4	68.8	Yes	Yes
African American	62	100.0	40.0	30.9	27.3	1.8	40.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	222	100.0	7.3	29.3	52.7	10.7	75.6	N/A	N/A
Disabled	54	100.0	53.8	40.4	5.8	0.0	9.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	276	100.0	16.7	31.5	43.2	8.6	62.3	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	274	100.0	16.1	31.8	43.5	8.6	62.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	93	100.0	30.6	31.8	34.1	3.5	50.6	Yes	Yes
Full-pay meals	183	100.0	9.9	31.4	47.7	11.0	68.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	276	100.0	15.2	34.6	30.0	20.2	63.4	Yes	Yes
Gender									
Male	136	100.0	17.7	35.5	27.4	19.4	60.5	N/A	N/A
Female	140	100.0	12.8	33.8	32.3	21.1	66.2	N/A	N/A
Racial/Ethnic Group									
White	203	100.0	7.8	37.0	31.3	24.0	70.8	Yes	Yes
African American	62	100.0	38.2	32.7	21.8	7.3	36.4	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	222	100.0	6.3	33.7	36.1	23.9	73.7	N/A	N/A
Disabled	54	100.0	50.0	38.5	5.8	5.8	23.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	276	100.0	15.2	34.6	30.0	20.2	63.4	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	274	100.0	14.5	34.9	30.2	20.4	63.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	93	100.0	34.1	34.1	20.0	11.8	43.5	Yes	Yes
Full-pay meals	183	100.0	5.8	34.9	34.9	24.4	73.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	276	100.0	21.8	33.1	21.8	23.3	45.1
Gender							
Male	136	100.0	25.8	31.5	16.9	25.8	42.7
Female	140	100.0	18.0	34.6	26.3	21.1	47.4
Racial/Ethnic Group							
White	203	100.0	12.5	34.9	24.5	28.1	52.6
African American	62	100.0	52.7	30.9	7.3	9.1	16.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	222	100.0	12.7	34.6	24.9	27.8	52.7
Disabled	54	100.0	57.7	26.9	9.6	5.8	15.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	276	100.0	21.8	33.1	21.8	23.3	45.1
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	274	100.0	21.2	33.3	22.0	23.5	45.5
Socio-Economic Status							
Subsidized meals	93	100.0	38.8	42.4	4.7	14.1	18.8
Full-pay meals	183	100.0	13.4	28.5	30.2	27.9	58.1

Social Studies							
All Students	276	100.0	15.2	28.8	23.0	33.1	56.0
Gender							
Male	136	100.0	20.2	25.8	22.6	31.5	54.0
Female	140	100.0	10.5	31.6	23.3	34.6	57.9
Racial/Ethnic Group							
White	203	100.0	10.9	26.0	24.0	39.1	63.0
African American	62	100.0	29.1	41.8	16.4	12.7	29.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	222	100.0	7.8	28.8	24.4	39.0	63.4
Disabled	54	100.0	44.2	28.8	17.3	9.6	26.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	276	100.0	15.2	28.8	23.0	33.1	56.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	274	100.0	14.5	29.0	23.1	33.3	56.5
Socio-Economic Status							
Subsidized meals	93	100.0	27.1	36.5	16.5	20.0	36.5
Full-pay meals	183	100.0	9.3	25.0	26.2	39.5	65.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	85	100.0	8.9	17.7	55.7	17.7	73.4
	4	96	99.0	19.1	39.3	38.2	3.4	41.6
	5	89	100.0	16.5	52.9	28.2	2.4	30.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	11.8	24.7	51.8	11.8	63.5
	4	94	100.0	11.8	32.9	44.7	10.6	55.3
	5	91	100.0	26.4	36.8	33.3	3.4	36.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	85	100.0	8.9	44.3	30.4	16.5	46.8
	4	96	100.0	16.7	42.2	25.6	15.6	41.1
	5	89	100.0	15.3	40.0	22.4	22.4	44.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	10.6	40.0	34.1	15.3	49.4
	4	94	100.0	14.1	25.9	31.8	28.2	60.0
	5	91	100.0	20.7	37.9	24.1	17.2	41.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	85	100.0	22.8	36.7	26.6	13.9	40.5
	4	96	100.0	37.8	34.4	14.4	13.3	27.8
	5	89	100.0	18.8	36.5	17.6	27.1	44.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	16.5	37.6	28.2	17.6	45.9
	4	94	100.0	20.0	31.8	20.0	28.2	48.2
	5	91	100.0	28.7	29.9	17.2	24.1	41.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	85	100.0	7.6	38.0	19.0	35.4	54.4
	4	96	100.0	23.3	51.1	20.0	5.6	25.6
	5	89	100.0	23.5	45.9	12.9	17.6	30.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	5.9	17.6	29.4	47.1	76.5
	4	94	100.0	16.5	36.5	27.1	20.0	47.1
	5	91	100.0	23.0	32.2	12.6	32.2	44.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 576)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.9%	Down from 2.9%	2.0%	2.8%
Attendance rate	96.6%	Down from 97.0%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.3%	0.0%	0.0%
Eligible for gifted and talented	22.1%	Up from 21.5%	17.3%	10.4%
On academic plans	0.0%	N/AV	24.0%	33.6%
On academic probation	0.0%	N/AV	1.1%	1.0%
With disabilities other than speech	11.5%	Up from 9.9%	7.5%	7.5%
Older than usual for grade	0.3%	Down from 0.9%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	64.1%	Down from 64.9%	57.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	99.0%	Up from 93.0%	89.3%	87.3%
Teacher attendance rate	95.8%	Up from 95.1%	95.0%	94.9%
Average teacher salary	\$46,753	Down 0.6%	\$44,120	\$42,485
Prof. development days/teacher	9.5 days	Down from 12.1 days	11.9 days	13.3 days
School				
Principal's years at school	4.5	Up from 3.5	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.2 to 1	20.2 to 1	18.6 to 1
Prime instructional time	90.7%	Down from 90.9%	90.4%	89.7%
Dollars spent per pupil*	\$5,924	Up 6.1%	\$5,915	\$6,557
Percent of expenditures for teacher salaries*	60.3%	Down from 74.5%	66.0%	64.0%
Percent of expenditures for instruction*	75.9%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mt. Gallant Elementary School continues to thrive as a wonderful place of learning for all children. Our school has a history of successes and we strive to build upon each success of the previous years. We realize that education continuously changes and we face these changes with a determination to see our students succeed.

We have been blessed with a large support group of parents and community volunteers who log thousands of hours of service to our school each year. The Mount Gallant PTA is always at work in some capacity. In the 2005-2006 school year, our PTA committed to purchasing over \$12,000 in new keyboards that will benefit all students in our school. This commitment is an indication of the amount of support we have from our parents.

The students at Mount Gallant are exposed to a variety of programs and activities used to help them learn and prepare them for the future. The Accelerated Reader program is used to encourage students to read and we reward our students with special prizes for their efforts. We continue to increase the reading materials found in our school literacy room used by our teachers in their reading instruction. In an effort to increase the performance of our students on the Palmetto Achievement Challenge Tests (PACT), we established an after-school assistance program to assist those students needing special attention. Homework assistance and remediation were provided for those participating students. In addition, small group tutoring sessions have been implemented to help students in all subject areas. One of the highlights of the past year has been the addition of a mentor working directly with low-achieving students on a daily basis. We have been extremely pleased with the progress of these students who need an extra boost and encouragement to be successful.

It is our belief that we need to be aware of changes in the educational field and we know that we need to use current research to continue to grow. We have recently received a grant that will provide a Technology Coach position for our school. This teacher will provide enhancements to instruction through technology by working with the students and teachers in incorporating the use of technology across all grade levels.

Mount Gallant is an exceptional school due to the efforts of teachers, parents, students, and community members. Our Red Carpet School award is evidence of our commitment to be a welcoming school to all who enter our doors. We are a team and know that we must each do our part to see our students reach success. It is our hope that many bright stars of the future will be products of Mount Gallant Elementary.

Chris Beard, Principal
Joseph James, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	81	49
Percent satisfied with learning environment	100.0%	97.5%	95.9%
Percent satisfied with social and physical environment	100.0%	94.9%	93.9%
Percent satisfied with school-home relations	100.0%	90.1%	85.4%

*Only students at the highest elementary school grade level at this school and their parents were included.